

## SPAULDING ELEMENTARY

204 E. Pearl Street  
Lamar, SC 29069

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	261 Students	
<b>Principal</b>	Vernisa Bodison	843-326-7665
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

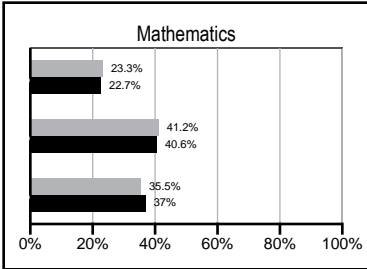
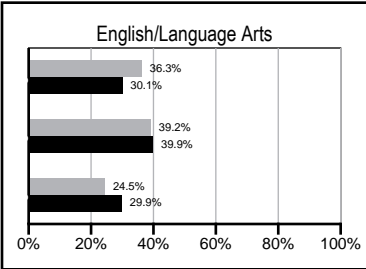
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	96	32	8

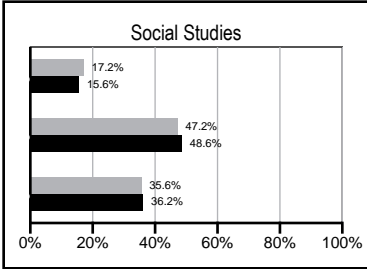
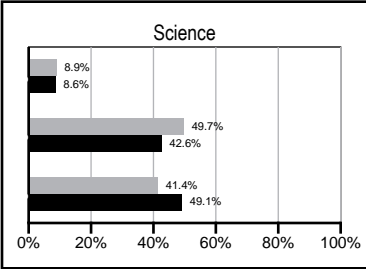
\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

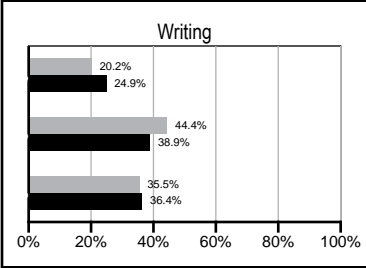
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school      Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=261)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 2.0%	1.6%	1.2%
Attendance rate	95.7%	Up from 95.6%	95.8%	96.1%
Eligible for gifted and talented	6.5%	Up from 5.8%	6.3%	11.7%
With disabilities other than speech	6.1%	Down from 7.4%	8.5%	8.0%
Older than usual for grade	0.8%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	60.0%	Up from 37.5%	58.0%	60.5%
Continuing contract teachers	80.0%	Down from 87.5%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.6%	Up from 67.4%	84.9%	87.0%
Teacher attendance rate	93.3%	Down from 96.3%	95.2%	95.4%
Average teacher salary*	\$43,298	Up 0.7%	\$46,034	\$47,288
Professional development days/teacher	15.3 days	Down from 18.2 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 22.1 to 1	18.4 to 1	19.2 to 1
Prime instructional time	87.5%	Down from 89.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.6%	Down from 97.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,730	Down 1.0%	\$8,036	\$7,548
Percent of expenditures for instruction**	66.0%	Down from 66.4%	67.7%	68.7%
Percent of expenditures for teacher salaries**	61.0%	Down from 61.1%	63.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

The 2009-2010 school year was an incredible year for Spaulding Elementary (A Title I and Teacher Advancement Program [TAP] School). Two hundred sixty-four third through fifth grade students attended Spaulding along with thirty employees supporting our school wide theme, "We're Wild About Learning." Spaulding Elementary met adequate yearly progress (AYP) and moved from Below Average to Average on the state report card. Spaulding Elementary also received district recognition for winning the Clean School of the Month Award in April.

Throughout the school year, teachers participated in professional development that focused on several research-based reading and writing strategies. Books such as *Strategies That Work*, *Mosaic of Thought*, and *The Question Answer Relationship* were used to assist teachers with ways to enhance reading and writing instruction. Teachers also participated in reading and math workshops provided by the school district.

Our PTO sponsored events such as the Master and Little Miss Spaulding Elementary contest, talent celebrations, a spring dance, and a Friday "good behavior" store. Our PTO also purchased "MAP Master" t-shirts for students with high achievement on the Measures of Academic Progress Test. Title One Family nights were held to inform parents about the Title One plan, the curriculum standards, the school and home communication plan, and other important school events. Awards ceremonies were also held each quarter to celebrate honor roll students. Community members and parents were invited to attend our Veteran's Day program, Choir concerts, Volunteer Breakfast, Ministers Luncheon, Barnes and Noble Bookfair, Reading Night at Bethany Baptist Church, Chuck E. Cheese Night, Fifth Grade Completion Ceremony, and our Dedicated Dads, Motivated Moms, and Grits for Grandparents Programs.

Our students had an opportunity to hear about steps to success from a former NFL player. Our students also had a visit from "Cocky" from the University of South Carolina. "Cocky" along with USC students stressed the importance of reading. Our student council raised funds for Haiti Relief, Diabetes Research, and Pennies for Patients. Students participated in SuccessMaker reading and math sessions accompanied by their parents on Saturdays from August through April. A Spaulding student won the STAND award for taking a responsible stand against drugs, and another Spaulding student won the elementary state superintendents writing award. Our Master and Little Miss Spaulding Elementary participated in the Lamar Christmas Parade and the Lamar Egg Scramble parade. At Spaulding Elementary, we're "Wild About Learning!"

Vernisa Y. Bodison, Principal  
Monica Byrd, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	70	37
Percent satisfied with learning environment	100.0%	85.5%	78.4%
Percent satisfied with social and physical environment	92.9%	81.4%	75.7%
Percent satisfied with school-home relations	85.7%	94.3%	86.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	263	100	24.5	39.2	36.3	86.5	79.8	83.5	Yes	Yes
<b>Gender</b>										
Male	134	100	23.8	40.5	35.7	84.9	76.4	80.1	N/A	N/A
Female	129	100	25.2	37.8	37	88.2	83.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	100	10.8	28.4	60.8	94.6	87.6	89.6	Yes	Yes
African American	177	100	31.5	42.4	26.1	82.4	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/A	N/A	N/A	52.9	50.5	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	227	100	28	39.3	32.7	84.4	75.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	263	100	35.5	41.2	23.3	75.9	77.1	80.4	Yes	Yes
<b>Gender</b>										
Male	134	100	34.9	42.9	22.2	73.8	75.2	78.4	N/A	N/A
Female	129	100	36.1	39.5	24.4	78.2	79	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	79	100	24.3	43.2	32.4	87.8	85.8	87.8	Yes	Yes
African American	177	100	41.2	40	18.8	70.3	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	82.4	5.9	11.8	17.6	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	227	100	39.3	39.8	20.9	72.5	72	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	179	99.4	41.1	50	8.9	58.9	64.5	67.3
Gender								
Male	95	100	40	48.9	11.1	60	63.5	66.9
Female	84	98.8	42.3	51.3	6.4	57.7	65.6	67.7
Racial/Ethnic Group								
White	56	100	20.4	63	16.7	79.6	79.2	79.6
African American	117	99.2	52.8	41.7	5.6	47.2	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	12	100	N/A	N/A	N/A	8.3	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	156	99.4	45.2	47.3	7.5	54.8	56.5	55.4

Social Studies								
All Students	175	100	35.6	47.2	17.2	64.4	69.5	70.9
Gender								
Male	91	100	39.1	44.8	16.1	60.9	68.6	70.1
Female	84	100	31.6	50	18.4	68.4	70.5	71.7
Racial/Ethnic Group								
White	52	100	18.4	53.1	28.6	81.6	79.7	79.2
African American	120	100	43.8	43.8	12.5	56.3	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/A	N/A	N/A	20	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.5	68
Socio-Economic Status								
Subsidized meals	149	100	41.3	43.5	15.2	58.7	63.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	265	99.6	35.2	44.5	20.2	64.8	65.2	72.1	95.7	95.5
Gender										
Male	135	99.3	39.8	42.2	18	60.2	58.3	65.2	95.6	95.2
Female	130	100	30.3	47.1	22.7	69.7	72.4	79.2	95.9	95.8
Racial/Ethnic Group										
White	80	100	26.7	46.7	26.7	73.3	76.2	80.8	94.4	94.9
African American	178	99.4	38.6	44.6	16.9	61.4	57.1	59.7	96.2	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	96.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.6	64.6	98.5	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	22	100	63.6	31.8	4.5	36.4	20.5	27.7	94.9	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.8	63.7	98.5	97.1
Socio-Economic Status										
Subsidized meals	229	99.6	37.3	45.8	17	62.7	58.3	61.9	95.6	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	93	100	34.1	37.4	28.6	65.9
	4	80	100	42.3	44.9	12.8	57.7
	5	79	100	32.9	55.7	11.4	67.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	15.5	31	53.6	84.5
	4	91	100	28.7	44.8	26.4	71.3
	5	79	100	29.7	41.9	28.4	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	93	100	34.1	49.5	16.5	65.9
	4	80	100	30.8	57.7	11.5	69.2
	5	79	100	37.1	54.3	8.6	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	93	100	32.1	36.9	31	67.9
	4	91	100	35.6	41.4	23	64.4
	5	79	100	39.2	45.9	14.9	60.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	52.2	43.5	4.3	47.8
	4	80	100	42.3	50	7.7	57.7
	5	39	100	42.4	51.5	6.1	57.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	48	100	44.4	40	15.6	55.6
	4	91	100	40.2	50.6	9.2	59.8
	5	40	97.5	N/A	N/A	N/A	61.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	31.1	42.2	26.7	68.9
	4	80	100	35.9	57.7	6.4	64.1
	5	40	100	54.1	27	18.9	45.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	45	100	28.2	46.2	25.6	71.8
	4	91	100	34.5	49.4	16.1	65.5
	5	39	100	45.9	43.2	10.8	54.1
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	95	100	40.9	31.2	28	59.1
	4	80	100	34.6	53.8	11.5	65.4
	5	78	100	49.3	31	19.7	50.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	91	100	42.9	35.7	21.4	57.1
	4	93	100	36	44.9	19.1	64
	5	81	98.8	25.7	54.1	20.3	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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